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ABSTRACT

Procedures and policies by which a new course is introduced into the Oakton Community College curriculum were analyzed in order to discover appropriate procedures for attaining course approval from the internal college governance structure, to implement those procedures in obtaining final approval, and to make recommendations for improvement of the policies and procedures by which various necessary approvals are received or denied. The investigation followed a proposed new course in Medical Ethics from initiation through final approval at the Illinois Community College Board level, exploring discipline faculty approval, Faculty Curriculum Committee disapproval and return to faculty committee, and approval at the college administrative level. Although course approval procedure was clear at the state level, internal faculty governance had no written policy for approval or disapproval. The role of the Curriculum and Instruction Vice President in course proposals, and the procedures outlined in the college policy and procedures manual regarding the Curriculum Committee's role in course approval and proposal were unclear. Recommendations for improved procedures are included. (TR)

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AN ANALYSIS OF POLICIES AND PROCEDURES FOR OBTAINING NEW COURSE APPROVAL AT OAKTON COMMUNITY COLLEGE

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JC 780 187

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ABSTRACT

The goals of colleges and universities in the United States have changed considerably in the past 100 years. They are and must be responsive to the needs of an ever changing society. To that end new courses and curricula must be added from time to time to accommodate for that change. This practicum was an analysis of the procedures and policies by which a new course was introduced into the curriculum of Oakton Community College.

The procedures followed for new course proposal and subsequent approval were those outlined in the Oakton Community College Faculty Handbook and by the Faculty Curriculum Committee. Transferability with four year public institutions was required and received. Approval by members of the discipline in which the course was to be taught was received. Justification and approval for inclusion in the curriculum had to be received from various governing bodies and administrators within the College structure and was obtained. The new course proposal had to be submitted to the State of Illinois Community College Board for approval which was received. Implementation of the new course as part of the regular course offerings followed after all of these procedures and policies were adhered to

The findings of this investigation included a need for a restatement of the procedures required to obtain new course approval for the Faculty Curriculum Committee. The process for obtaining articulation for transferability of the course to four year institutions required smoother logistics. No written procedures were available to course

initiators concerning criteria for course approval by the Faculty Curriculum Committee. Feedback process concerning disposition of the new course proposal from the Administration level regarding state approval was not explicit.

Recommendations made as a result of this study were: a need for a statement of the duties of the Faculty Curriculum Committee; a need for a written syllabus or handbook for each member of the Faculty Curriculum Committee stating its goals and procedures; a need for central articulation person who would be in contact with other schools throughout the state and who would process the articulation needs of the faculty; a compilation of a materials packet to be distributed to faculty members wishing to propose new courses; a direct flow of information in the form of memoranda be required of the Dean of Instruction and Curriculum to the Faculty Curriculum Committee concerning ultimate disposition of the new course proposal; and a requirement of the new course initiator to be present during the meetings of the Faculty Curriculum Committee and the College Coordinating Council when new course proposals are being considered for approval by those bodies.

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INTRODUCTION

The Nature of the Problem

In August of 1976 it became apparent that there was a desire and a need for a new course in the Philosophy offerings of Oakton Community College to be added. This course would cover issues concerning the advancement of medical technology and the problems of biomedical ethics. The course would be called, "Medical Ethics." The desire and need for such a course is discussed later in this paper.

Several procedural steps had to be taken in order to make this new course available to the students of the college. Included in these procedures were the demonstration of: (1) faculty support within the Philosophy discipline, (2) support and approval from faculty of other disciplines, particularly the allied-health faculty, (3) approval from the Faculty Curriculum Committee (FCC), which is elected from the full-time faculty at large, (4) approval from the College Coordinating Council (CCC) which is an administrative body, and (5) approval from the State Board of Higher Education (Appendix A).

Each step along the route to approval for this new course proposal was complicated by procedures which were not clearly spelled out and by requests for transferability information that was not readily available. For instance, when the Medical Ethics course was proposed, it was necessary for the course initiator to receive documentation from three four year institutions that the course would be accepted

for transferable credit (Appendix B). Catalogues for four year institutions available on campus were either out of date or missing. The policy requiring this articulation was not implemented by support staff or by a central information disseminating office. The amount of time consumed for this single step was a handicap for many faculty and reason to avoid instituting new courses at Oakton.

Purpose of Investigation

The purpose of this investigation was twofold: (1) to achieve approval for a course in Medical Ethics, and (2) to make recommendations to the various committees involved in new course approval easing the task for gaining such approval. Both efforts were successful.

A search was placed through ERIC yielding three pieces of literature directly concerned with colleges which operate under an interdisciplinary cluster system rather than under a department model. Other ERIC descriptors searched were: Course Organization; Content Analysis; Curriculum Guides; Faculty Evaluation; Formative Evaluation; Units of Study; Intellectual Disciplines; Faculty Organizations--Groups; Governance; Committees; Integrated Faculty; College Faculty. Most of these articles turned out to be too general for inclusion in the research, or so specific that they were unrelated to the problem at hand. An alternative to research through published materials was selected, i.e., interviews conducted with the past and present chairpersons of the Faculty Curriculum Committee; members of the faculty who were members of that committee; past and present chairmen of the Full-Time Faculty Organization (FTO); Deans of Interdisciplinary Clusters; the

Vice President of Curriculum and Instruction; the Vice President of Student Development; and faculty members who have gone through the process of new course approval (Appendix C). External to Oakton Community College, interviews were conducted with members of the Illinois Philosophers' Association who represent junior and senior institutions across the state.

The nature of the problem of new course initiation was essentially that no clear guidelines concerning acceptance or rejection of a new course proposal were provided. The chairperson of the FCC was newly appointed and had no procedures or policies which explicitly defined the role of the committee or its chairperson. The function or purpose of the committee's membership was also not clearly defined. During the interview process many different answers to the question, "What is the purpose of the Curriculum Committee?" were received.

The CCC did not require attendance by either the Chairperson of the Curriculum Committee nor the course initiator when the new course came up for discussion and approval.

Since the new course proposer had specific information concerning the nature and scope of the course, she was particularly well qualified to answer questions concerning the course which affected its approval or disapproval. Absence of this person during discussion for approval of the course delayed the process of course adoption. No follow-up procedure was in effect once a course was approved by either the faculty or administrative body. Delay in notification of approval caused difficulty in the arrangement of preparation time for the instructor who would teach the course.

In addition to these procedural difficulties, it was discovered that the make-up of the faculty membership of the Curriculum Committee was heavily weighted with one discipline group. (Fifty percent of the Committee's membership were from one discipline.) It was also discovered that course approval from this committee was difficult to obtain for those proposing new vocational courses, social science courses or humanities courses. Many interviewed felt this difficulty was due to the heavy concentration of one discipline on the FCC. The method of selection for membership of this committee was also analyzed.

The purpose of this investigation then, (1) was to discover appropriate procedures to follow in order to gain approval for a proposed new course from the internal college governance structure; (2) to implement those procedures in obtaining final approval for such a course to be offered at the college, and (3) to make recommendations for improvement of the policies and procedures by which various necessary approvals are received or denied. The procedures involved those of faculty, administration and state perspectives. During the course of the investigation, all interviewees were cooperative and helpful. Input concerning these recommendations were gratefully received and considered.

In order to facilitate the investigation conducted in this paper, a new course proposal, PHL 180, Medical Ethics, was followed from initiation through final approval at the Illinois College Board level. All steps from initial proposal through faculty approval, through curriculum committee, disapproval and return to faculty

committee, approval at the college administrative level and approval at the state level were followed and cited in this paper.

Also included in this paper is a campaign conducted by the new course initiator called, "Philosopher-in-Residence." Guest lectures to baccalaureate and non-baccalaureate students were given in order to inform both students and faculty of the proposed new course. The guest lecturing process received favorable support from both vocational faculty, baccalaureate faculty and administration. Students received the guest lecturer well and requested that such a course be offered on campus.

BACKGROUND AND SIGNIFICANCE

The module on Educational Policy Systems concentrated on "the means by which educational policy is formulated and how decisions at the Federal and State levels affect local college policy decisions" (Barton and Scigliano, 1973, p. 5). Through familiarity with the history of the development of colleges and universities in the United States, and the various legislative acts that promoted the community college movement, it was possible to more fully understand the nature of the community college's mission. With this understanding, and with a review of literature pertinent to the possiblity of "linking" courses particularly in a cluster as opposed to a departmentalized internal governance structure, it was possible to gain a clearer insight into the types of policies and procedures which would enhance the college's interdisciplinary philosophy. The module also included investigations concerning the nature and use of power including its courses and tactics employed by power brokers. This practicum is essentially a study in the nature and use of internal and external political power as exercised by various committees, both faculty and administration and state, and how that power affects policy decisions.

Institutional Perspective

Oakton Community College entered its seventh year in the fall of 1976. It has an interim campus of converted factory buildings and a faculty of approximately 120 members, including vocational-technological

and baccalaureate faculty. It is a young institution which has grown from a student population of 500 to almost 7,000.

When Oakton first opened its doors, a faculty of twenty members could easily come together and discuss various problems and methods for solving those problems. With 120 faculty, however, and with the development of faculty committees, it became increasingly evident that the loose power structure of the past coupled with the lack of specific procedural guidelines was a hinderance to the efficient affectation of policy. Added to this was the desire on the part of both administration and faculty to work together toward institutional goals.

Freligh, in discussing the attitude of futility experienced by faculty when trying to influence decisions was quite correct when

> those professionals among the faculty who begin by investing constructive energy in the system, who are highly supportive of the institutional mission, and who believe that their contributions will be valued even when they are constructively critical, end by retreating from participation in campus-wide affairs (p. 65).

When administrative interest, instead of indifference, is experienced that constructive energy may be continually tapped. It is a mistake however, to assume that administrative indifference alone which thwarts constructive energy. In the case of Oakton Community College, the blockage of energy came from the lack of clearly defined policies and procedures by which to initiate and gain new course approval. Faculty serving on the curriculum committee were not sure of what their function was and as a result, not sure of how influential their input was on administrative decision making. Of the various faculty committees, the FCC is the only one which works hand in hand with the

administration. The Vice President of Curriculum and Instruction at Oakton indicated during an interview that he valued the input of the FCC. He too expressed a desire for more clear-cut policies from the FCC. In one year, sixty-five percent of the faculty worked actively on governmental concerns.

> Faculty/administrative overlap in all of these bodies is common. The faculty president sits on the CCC; each dean and vice-president sits on the CCC; each dean and vice-president is assigned as a liaison officer to one of the faculty committees; the three vice-presidents sit on both the CCC and the President's cabinet; each dean has at least seven members of his cluster directly involved in one of the faculty committees; faculty members are invited to various Deans' Council meetings whenever an appropriate item is on the agenda (Dolan, Mittler, pp. 27-38).

The FCC exercises a great deal of power in its decision making role. Administrators, in turn, were eager to share policy making with faculty who are knowledgeable and willing to hear their input. Specific guidelines for both faculty and administration were needed by the curriculum committee so that each could be aware of exactly what function he best served. Clarification of roles in decision making activities would make the energy flow continuous.

Another objective of this work was to gather input from various faculty, administrative and literary sources in order to supply:

1. a definition of policies and procedures to be used by the curriculum committee.
2. recommendations for the definite criteria by which to approve or disapprove a new course proposal.
3. recommendations for procedure for the committee chairperson.
4. recommendations for faculty constituency to insure a broader base of input.

5. a specific procedural program for faculty requesting a new course to follow.
6. follow-up procedures which could be implemented by the curriculum committee.

The value of such a study and its ensuing recommendations led to more efficient procedures and evaluations by the committee itself, less duplicated work by various factions involved in new course proposals and acceptance of a clearer understanding of expectations between faculty and administration. Recommendations for the six points specified above were brought before the committee when this study was completed. Some of the recommendations were received favorably by both faculty and administration.

Major Reference Material

The background needed for pursuance of the policies and procedures of the faculty committees at Oakton Community College involved an investigation into the nature of the Community Junior College's mission in general, Oakton Community College's mission in particular, Oakton's policies and procedures, the policies and procedures of the faculty committees and their constituency, and the policies and procedures set down by the Illinois Community College Board. A brief description of the structure of these various bodies follows. Information was gathered for this part of the investigation from the Faculty Policies and Procedures Handbook 1975-1976; Illinois Community College Manual of Policies; Procedures and Guidelines, revised, April, 1976;

the Oakton Community College Policies and Procedures Manual, and the Smith-Hurd Illinois Annotated Statues, Chapter 122--Schools, 1976-1977.

Findings in the Literature

Illinois requires that each school district have a lay school board consisting of seven voting members. Communities with a population of 500,000 however, have a different school board makeup provided for by school law (Smith-Hurd, p. 3). That is, the City of Chicago is referred to not by its name, but by its population, and the members of the school board are selected by the mayor of the city. Each Community College Board also has one non-voting student member or trustee who serves a one-year term. This student trustee is elected by ballot elicited from the full-time student body.

> The Board of Trustees determines the policies of Oakton Community College. It's prime responsibility is to see that the college performs its mission, as determined by state and local mandates (Faculty Policies and Procedures Handbook, p. 4).

The board is responsible (1) to the voters of the College district; (2) to the Illinois Community College Board; (3) for upholding and implementing the laws of the state in regard to public education.

The internal college governance consisted of the President of the College who is, "directed to establish and maintain an orderly plan for preserving and making accessible the policies adopted by the Board and the administrative rules and regulations needed to put them into effect" (Oakton Community College Procedures and Policies Manual). "The administration of the college is responsible for the direction, coordination, and control of the students and staff in their efforts to reach educational goals adopted by the Board, law and employe

agreements" (Oakton Community College Procedures and Policies Manual, 2010). "The president of the College is the chief administrative officer of the district, responsible directly to the Board of Trustees for all plans, policies, procedures and operations of the college."

The Vice President of Curriculum and Instruction is under the direct supervision of the President. His primary responsibility is the establishment, supervision and maintenance of the various faculties within the institution and of the entire instructional program of the college. It is this Vice President who is directly involved with the Faculty Curriculum Committee and its activities.

The Vice President of Curriculum and Instruction works with the Vice President of Student Development and the Vice President for Business and Finance, the Assistant Vice President for Vocational Curricula, the four Deans of the Learning Clusters, the Director of MONACEP and the Director of the Learning Resource Center. This council meets to discuss general information, policy recommendations to the President and the general coordination of the instruction program (Faculty Handbook, p. 43).

Oakton Community College has no departmental structure. It is committed to a policy of interdisciplinary activity. To this end, there are four interdisciplinary Learning Clusters, each of which consists of approximately 30 full-time faculty representing various disciplines. Where possible, two faculty of the same discipline are not assigned to the same cluster. This policy tries to develop cross-disciplinary involvements for faculty and attempts to dissolve discipline jargon, departmental power structures, rivalries and exclusiveness.

The cluster system is not a new concept. Separate colleges within one college system can be understood when one looks at the Oxford and Cambridge University style.

The uniqueness of Oakton is that not only does its cluster system cut across traditional academic disciplines, but combines baccalaureate faculty with vocational-technological faculty as well. It fosters what Heerman calls, "Participative management," which is a "release of authority to lower levels" (p. 5).

Most available literature concerning internal college approaches for decisions concerning new course proposals concerns departmental channels. Such departments do not exist at Oakton. Each of the four learning clusters at Oakton is headed by a Dean who is immediately responsible for the faculty under his/her aegis, its budget and the scheduling of classes. Each Dean also oversees specific discipline coordination and its effectiveness. All four Deans, in turn, are responsible to each of the Vice Presidents (Dolan, Mittler, p. 29). The Deans are not only responsible for faculty in his/her cluster, and for groupings of specific academic disciplines such as Humanities, Social Sciences, Mathematics, etc., but also for certain Vocational-Technological programs as well.

> Although the department chairman also must be aware of institutional goals, his function requires the promotion of one discipline within the college. A cluster dean, on the other hand, must promote learning within all disciplines represented within his cluster, which often comprise nearly every field of study offered by the institution (Dolan, Mittler, p. 33).

With an internal structure of this nature, Baccalaureate and Vocational-Technological faculty come into frequent contact with one another and share mutual budgeting, scheduling and teaching concerns.

> Divisions between faculty members are removed. The usual practice of accountants speaking only to accountants and English teachers speaking only to English teachers is diminished. Instead, the institutional mission as a teaching college is more nearly achieved. The focus shifts from empire building within divisions to teaching effectiveness. Specifically, the perspective shifts from a 'tree' (i.e., division) to 'forest' (i.e., community college "orientation.") (Heerman, p. 4).

For faculty this structure represents both inter- and intra-cluster responsibilities. For instance, while faculty in Philosophy may have a Cluster Dean to whom he/she is directly accountable, that faculty member is also accountable to the Dean of the Social Science discipline. In many cases the discipline Dean may also be in charge of a Learning Cluster other than the one the Philosopher is assigned to. At Oakton, the Philosophers have changed both Deans and Discipline. For the past 5 years they had been included in the Humanities Faculty. In 1976 Philosophers became members of the Social Science Faculty.

General Discipline meetings are held about three times a semester, in contrast to Cluster meetings which are held twice a month. Offices of faculty are generally situated in the same building with their respective Learning Clusters which accounts for sporadic contact between faculty of similar disciplines. The exception to this rule are the scientists. Seven of the twelve scientists on campus house their offices nearer to the laboratories in which they teach. All of these laboratories are in the same building. Proximity of science faculty in office housing contributed to a discipline identification

and solidarity among them especially when two or more science faculty sit on the same faculty committee. Ideally,

> . . . faculty hold elections for intra-cluster committees, and inter-cluster committee membership is provided by an election sponsored by the "all faculty assembly" (Heerman, p. 5).

At Oakton, however, faculty committee representation is selected not from an "all faculty assembly," nor from individual interest areas, but from the Learning Cluster groupings. Since such groupings cut across individual discipline areas, the FCC, which consists of eight members, two from each Learning Cluster, was to have an interdisciplinary makeup. This explanation of the cluster system at Oakton is essential in order to understand how new course proposals are initiated and implemented at Oakton. New courses are not proposed through departmental heads, but rather through a Faculty Curriculum Committee. Such a structure also points out why a search through current literature was not helpful. Theoretically, however, power was exercised in the same manner as in any other political terrain.

History of the Comprehensive Community College

Outside the area of Vocational-Technological and Baccalaureate programs, there is a third area of instruction and information offered at Oakton. The Adult and Continuing Education Program, entitled MONACEP (Maine-Oakton-Niles-Adult-And-Continuing-Education-Program) which offers courses and programs for non-credit to the community at large. This program offers CLEP exams, GTE exams, and various continuing educational and recreational courses. It is headed by a separate administration from the college proper. The most active participant in this area is

the, "Women Returning to School." Credit and non-credit courses are offered to both those returning to school and to Senior Citizens. In order to offer a noncredit course to the general community, one would go through the MONACEP hierarchy. If the course offered is for credit, it is processed through the regular channels seen in Appendix A. New course proposals proceed through the FCC. This entire program, Vocational-Technological, Continuing Education, and Baccalaureate, designates Oakton Community College as "Comprehensive College."

> Comprehensive community college program: A program offered by a community college which included (1) courses in liberal arts and sciences and general education; (2) adult education courses; and (3) courses in occupational, semi-technical or technical fields leading directly to employment. At least 15% of all courses taught must be in fields leading directly to employment, one-half of which courses to be in fields other than business education (Smith-Hurd, 1976, p. 77).

The Comprehensive Community College is not a new or recent idea. Thomas Jefferson speaks of such a college in the Bill for More General Diffusion of Knowledge. In a letter to General Washington, Jefferson wrote:

> It is an axiom in my mind that our liberty can never be safe but in the hands of the people themselves, and that, too, of the people with a certain degree of instruction (Honeywell, p. 13).

Later, Jefferson wrote to the governor of Virginia:

> I have indeed two great measures at heart without which no republic can maintain itself in strength. That of general education to enable every man to judge for himself what will secure or endanger his freedom. 2. To divide every county into hundreds of such size that all the children of each will be within reach of a central school in it (Honeywell, p. 13).

In his Address on December 2, 1806, Jefferson requests that an amendment to the constitution to legalize federal support of a University be initiated:

> Education is here placed among the articles of public care, not that it would be proposed to take its ordinary branches out of the hands of private enterprise, which manages . . . but a public institution can alone supply those sciences which though rarely called for are yet necessary to complete the circle, all the parts of which contribute to the improvement of the country and some of them to its preservation . . . (Honeywell, pp. 63-4).

In a letter to Peter Carr, Jefferson states:

> To the school of technical philosophy will come the mariner, the carpenter, . . . optician, metallurgist, druggist, brewer, . . . soap maker, glass maker, to learn as much as shall be necessary to pursue their art understandingly . . . [it] will differ essentially in its functions from other professional schools . . . the technical school is to abridge those which were taught there too much extenso for the limited wants of the artificer or practical man. These artificers must be grouped together, according to the particular branch of science in which they need elementary and practical instruction. . . . lectures should be given in the evening, so as not to interrupt the labors of the day. The school particularly, should be maintained at public expense (Janero, Gearhart, p. 5).

Here we can see a parallel set of interests by Jefferson: (1) the diffusion of knowledge in order to safeguard liberty is the responsibility of the government as well as the citizens and, (2) the responsibility of the government to provide job and skill training for the general public. For Jefferson, there were two major divisions in society, that of the "Learned" and of the "Laboring." This division promoted a type of elitism in academic circles between the professional schools and the liberal arts and sciences. Such elitism was prevelant during the 18th century in Europe (Gelfand) and carried

over to 19th and 20th century America. The important thing to note here is that Jefferson felt it was the responsibility of government to educate both the learned and the laboring. He considered education the responsibility of government in order to insure the well-being of the nation. The concept of public responsibility for education was not new. Plato, in The Republic, advocated state-responsible education for the citizenry. Jefferson was, of course, a student of the classics.

Subsequent legislation by the Federal government led to the establishment of the principle of public education that Jefferson advocated. The Morrill Act of 1862 (Land Grant College Act) which "established a network of institutions now associated as the State Universities and Land-Grant Colleges" (Bender, Blocker, Martornana, p. 134). These Land Grant Colleges were to "promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" (Randolph, p. 249). Note here again, that this was expressly for the education of the laboring classes and their children. This legislation brought with it an elitism (separation of academic and vocational groupings) that was common in 18th and 19th century post-secondary educational thought.

Another important legislative act was the Smith-Hughes Vocational Education Act of 1917 which provided funding for state and local agencies to promote vocational education through a network of community and junior colleges. This Act provided the legal basis to establish public post-secondary educational systems at public expense and was in agreement with both the thinking of Jefferson and the principles set down by the

Morrill Act, which provided for well-trained, educated artificers for the well-being of the nation.

The National Defense Education Act of 1958 and the Higher Education Amendments of 1972, however addressed themselves to the immediate needs of the country for trained and educated leadership. With Public Law 88 vocational education "broadened to include all for gainful employment including Business and Office occupations" (Conant, p. 14). The combination of these four acts and the fusing of the principles they advocated led to the growth of the comprehensive community colleges. The donation of lands for public colleges and further legislative acts noted above established a closer link between the federal government and the higher educational system.

Forces of conflict are converging on the college campuses today. That is, is the separation or elitism of the past in academic circles between the learned and laboring still viable?

> Community colleges have prided themselves on combining academic education with technical and vocational education. Their stated philosophy is more egalitarian than anyone else's. Yet faculty members accustomed to the elitism practiced by graduate schools do not come to the community college prepared to embrace without reservation the kind of egalitarianism exercised by community college admissions offices. In large numbers, they continue to value--and naturally so--academic achievement, academic skill, academic 'potential' while community college administrators with an eye toward economic solvency and good public relations are more likely to be the chief spokesman for responsiveness to the community requests for services that are by no means always academic in nature (Freligh, p. 61).

An ever increasing emphasis is being placed today upon employment training. Federal grants of monies for research in applied sciences provided impetus for the growth of technological know-how.

One result of this emphasis was the growth of the applied sciences curricula and faculty (Kerr, pp. 55-59). The unavailability of work for the unskilled and the lack of jobs for those graduating in the arts and science curriculum caused schools to look carefully at their general academic offerings. Enrollments in the Arts and Sciences in Universities and Colleges across the nation is declining due to increased tuitions and decreased governmental subsidies through research programs (Chronicle of Higher Education, Oct. 11, 1976, p. 4).

On the other hand, Vocational programs are growing in popularity and significance in the colleges of the country. Clark Kerr points out in his book, "The Uses of the University," that Federal support was identified with three national concerns, (1) Defense, (2) Scientific and Technological Progress and (3) Health. Federal research grants were given to the areas of physical and bio-medical sciences with only 3% of those grant monies going for the social sciences and almost none for the humanities. Kerr maintained that, "Federal support is for graduate and post-doctoral work in fields of national interest" (p. 54). He continued to state that there is an intuitive imbalance resultant from these grants:

> For 20 years Congress was deciding the general areas of the partnership between Federal Government and the University. (The areas of this partnership) are defense, science, technology, health. Congress responded to the national concern. Congress initiated programs and federal administrative officers turned to scientists who could get the job done . . . the balance in the universities was disrupted.

The Carnegie Commission Report, 1973, discussed, "The Purposes and Performance of Higher Education in the United States." This book

sums up the problems converging on the traditional institution of higher learning once called the university, by analyzing the concept of intellectual elitism as no longer viable. A new elitism developed which, because of the push for more practical and immediate knowhow, through Federal grants for research, granted importance to science and technology hitherto possessed by the theoretical academic pursuits. The idea of universal access to higher education brought with it the Federal and State governmental funding. Such governmental involvement in the higher educational system, "entwined" both the institutions of society including military and industrial knowledge, and a re-examination of societal values as a whole.

The division between the learned and the laboring within the societal and college context and the convergence of the new attitudes toward post-secondary education for vocational purposes is best summed up in a statement attributed to Carl Becker in Progress and Power:

> Until recently the chief function of the sophisticated, the priests and scribes, has been to stabilize custom and validate social authority by perpetuating the tradition and interpreting it in a manner conformable to the understanding of common man. During the last three hundred years . . . there has emerged a new class of learned men, successors to the priests and scribes, whose function is to increase rather than to preserve knowledge, to undermine rather than to stabilize custom and social authority.

That is, shall the "Learned" preserve knowledge while the "Laboring" increases knowledge? If the Liberal Arts and Sciences curriculum is to preserve knowledge alone, the result would be that:

> Many students, perhaps the majority in American higher education, still accept the irrelevance of college studies to their lives. A complete divorce is made between living and learning. What students study has little relationship to how they live or what they believe in.

As for the concept Jefferson espoused, namely education for the public and social good as well as to insure the freedom of those in the society, Dunham states:

> Students in applied programs--elementary teaching, engineering, business, nursing, home economics,--are not nearly so likely to break out of the traditional mold or to challenge authority. . . . (p. 86).

No longer does "college" refer primarily to a small cluster of liberal arts faculty all performing more or less the same "task" says Ladd and Lipset in The Divided Academy (p. 55). This multiversity is, "a city of infinite variety . . . the university started as a single community--a community of masters and students. . . . Today the large American University is, rather a whole series of communities held together by a common name" (pp. 41-2). This was no less true of the Comprehensive Community College. One way to bridge the gap existent between the learned and the laboring was through the establishment of interdisciplinary Learning Clusters as described above. Another method to accomplish bridging the gap were course offerings which are interdisciplinary, called by Heerman, "Linking Courses" (p. 3). The former method helps to bring about a more egalitarian attitude through faculty interaction, the latter through student interaction. Separation of students is equally as divisive as separation of faculty. The concept of "Common Learnings" discussed by Conant in which a course which consisted of "Learning experience which everyone needs to have regardless of what occupation he may expect to follow or where he may happen to live"(p. 23) was lost in a core curriculum which provided very few

opportunities to look outside the particular vocational field being studied, dividing the students even further.

The question of the purposes of higher education, whether vocational, professional or academic is a broad one which was addressed and summed up by a committee from Harvard University in 1971. Does the involvement of the granting of Federal Funds for Research in Science and Technology make the University a "buyer's market" for endeavors other than the traditional University's function concerning the search for the truth and the preservation of wisdom? "The government is the largest single buyer of knowledge, perhaps larger than all others combined; thus its demands put its stamp on the academic community." The Federal interest by use of grant monies fostered a greater schism between the applied and theoretical academies:

> Have the ever-increasing demands of the buyers of our products caused faculties to abdicate their responsibility for determining the course of teaching and inquiry? Our modern industrial society has a voracious appetite for young people trained for professional, managerial, and technological careers. The demand generates pressure upon the academic community to turn out, and upon students to become, the 'products' in greatest demand in the existing social order. The current runs so strongly in this direction that there is danger of neglecting the basic question: Education for what larger purposes? A legitimate part of the educational function is to accommodate the needs of many students to learn to play a constructive role within the current social structure. But often the search for truth also requires both him and his teacher to question that same social structure. The function of the university community in educating the young for vocations useful to society must be kept in constant tension with its role in providing a forum for social and moral criticism.

Since the question concerning the proper role of not only the University, but of all forms of education must, in its answer, balance both the needs of the society at large and the preservation and

advancement of learning in general (Heerman, pp. 3-4), new courses which attempt to bridge the division between the learned and the laboring must be invented and offered. The importance of such new courses will eventually extinguish the very distinction between those classes to begin with and should promote the concept of a truly egalitarian educational system.

The basic assumption made by the course initiator was that the elitism present between applied versus theoretical studies (i.e., sciences vs. arts) and between vocational versus baccalaureate programs could be diminished by a course offering which was at once both theoretical and practical.

For some time, medical technology had been making rapid advances and the ethical deliberations necessitated by those advances lagged behind. This advancement in "know how" presented a kind of "Future Shock" that is, a chasm opened up between the established institutional values and the procedures on which to base those judgements concerning those advancements were unknown by those making the judgements. As seen above, students in professional programs, tend not to question the status quo (Dunham, p. 86). But, there is no such thing as a "creative status quo" (Time Magazine, Nov. 29, 1976, p. 6).

Secular universities across the country began to offer courses in "Medical Ethics" in order to consider ethical decisions that had become part and parcel of our everyday lives. The basis on which to make those decisions and the catechisms health professionals received as youngsters, did not address themselves to the new problems presented by the rapid advance of technology (conversation with Secretary of

A.M.A., June, 1976). The issues of organ transplantation, biological versus cerebral death, abortion, amniocentesis and genetic counseling raised ethical dilemmas health professionals were not equipped to deal with as persons. These problems were new on the medical horizon, and there was no public or educational forum in which they could be presented and addressed. To satisfy part of the needs of the general student population, courses in "Death and Dying" were offered. This course was offered at Oakton Community College in 1975. For the Allied-Health professional curriculum, however, no such offering was available to suit their specific professional needs.

Since the Comprehensive Community College offers not only baccalaureate and terminal vocational-technological credit courses, but also courses in various allied-health fields such as, practical nursing, physical therapy, medical technology, radiologic technology, etc., new courses had to be created to suit the needs of that educational community also. The students in the Allied-health programs have requirements for their degrees or certificates of credit courses in social science and/or humanities electives (Oakton Community College Catalogue, pp. 63, 64, 65, 68). These students graduate with Associate Degrees and do not require transferability of courses. Their professional education is based wholly on courses taken at Oakton with an affiliated health institution. If Oakton offered no course providing these students with a background in ethical decision making, they would probably not have formal training in answering moral questions which they were sure to encounter in their professional lives.

> What scholar, except perhaps an authority on the manufacture of Japanese swords in the sixteen century, can really keep abreast of the literature in his field? . . . There simply isn't time to pass one's eyes along the miles of letters and figures required, much less to absorb and make sense of them (Watts, pp. 192-3).

Once the health professional is out in the field, "the miles of letters and figures" he must peruse pertaining to the technical literature prohibit that student from pursuing the philosophical investigations inherent in it. There simply is not time for one to be an expert in everything. It seemed, therefore, advisable and desirable that a Medical Ethics course offering should be proposed for Oakton Community College and that a philosopher, knowledgeable in ethical theorizing, should teach it. Such a course would provide the link between the allied-health curricula and the arts, yet not isolate allied-health students from the general student body.

Given the background of the Comprehensive Community College, the division of academic thought between the learned and the laboring, the Federal involvement in granting monies to the sciences, the growth of terminal allied-health curricula on the community college campus, the interdisciplinary philosophy of Oakton Community College, the need for "linking" courses between the vocational technological and baccalaureate programs, and the difficulty of the health professional to be aware of professional ethical ramifications involved in his particular field:

> . . . interdisciplinary studies can operate without the problems of dues paying or other allegiances to a department. Individual faculty members are free to contribute ideas and efforts toward interdisciplinary activities without having to be concerned about preserving the integrity of their individual disciplines (Anthony, p. 17).

PROCEDURES

In order to present a new course for adoption and inclusion in the curriculum of Oakton Community College, it was necessary to analyze the policies of the school regarding the nature of the courses offered and the procedures which were to be followed in order to accomplish that course inclusion. The policy required that the worth of such a course be established in order to gain approval and acceptance, and the procedure involved both internal (collegial) as well as external (State of Illinois Board of Higher Education) approval. The course proposal and its subsequent approval led to further studies into the effectiveness of the procedural process itself and to recommendations for improvement of that procedure.

The nature of the divided academy has been addressed in the preceding. The process by which that divided academy could be united in order to present a course which would contain issues of both professional vocational interest, and academic ethical problems represented a "cross-pollination" heretofore not experienced by either the allied-health professionals nor the baccalaureate faculty at Oakton. That such a course was desirable from the educational perspective was established through a review of the literature; that a course in "Medical Ethics" was desirable from an institutional standpoint involved a discussion and analysis of the Institutional Mission, the separate faculties of the institution and the procedure by which such approval could be gained.

Description of Internal Procedures

Before the "Medical Ethics" course was formally proposed, the Dean of the Learning Cluster to which the course proposer belonged was consulted in July, 1976. Permission for research as to the feasibility of such a course was granted. The Dean in charge of the Social Sciences discipline was also approached to apprise him of the nature of such a proposal. This Dean also, felt that such a course would be appropriate on the Oakton Campus. The Learning Cluster Dean is also in charge of portioning budget to members of the cluster. In August of 1976, a week-long workshop was held at Union College in New York. The workshop included a seminar on Medical Ethics. Workshop attendance is positively valued at Oakton. Each faculty member has a travel budget to offset workshop attendance expenses. The college views discipline development as valuable, and deems it important for instructors to be in contact with others in their field in order to stimulate professional growth. This "keeping up to date" is also a direct benefit to the students. The new course proposer was allowed full travelling expenses to attend this workshop.

Attendance at the Medical Ethics workshop provided the proposer with a taxonomy, literature, legal information, cross-country contacts, and a fund of information on how to go about proving the worth of the course offering. One had to be knowledgeable enough to be convincing to those who ultimately decided the fate of the course, i.e., the FCC, the CCC, the Vice President of Curriculum and Instruction and the Illinois Community College Board (Appendix A). Each of these, in turn, had decisive powers concerning course approval or disapproval.

Generally, Learning Cluster Deans and Discipline Deans are agreeable to innovative courses if they are appropriate and practical. The Cluster Dean was informed of the possible problems of formally instituting a new course concerning only the Allied Health curriculum. A decision was made at that time to make the Medical Ethics course a college-wide offering instead of exclusively being offered to allied-health students.

At this point a proposal to introduce the faculty with the idea for the new course was initiated. The Philosopher-in-Residence program was introduced by a memo to each of the four Learning Clusters:

> I. I am now working on a Medical Ethics course. Originally this was intended to tie-in with the Health-Allied programs at Oakton. I have just had information that Harper C.C. has ICCB approval for "Medical Ethics" as a straight philosophy offering. In either case--we will be set to go in Spring, '77.
>
> II. This semester I am piloting a "Philosopher-in-Residence" program. I am available to give 1 or 2 week mini-courses or guest lectures in other classes. For example:
>
> (a) Intro. to Medical Ethics for those who are teaching health allied courses.
> (b) Free Will and Determinism to Psych classes who are doing Behaviorism.
> (c) Philosophy of Education (Learning) to those classes which study learning theory.
> (d) Logic to communications classes.
> (e) Objectivity and Sense Perception in psych or science classes.
> (f) Feminism for either Political Science, History or Psych classes.
>
> If anyone in your cluster is interested in using my services as Philosopher-in-Residence please have them contact me (Memo to Cluster Deans, Sept. 8, 1976).

During the first week of the Fall, 1976 semester, one course (three credit hours) of released time was granted for the pursuance of

the research into Medical Ethics and development of the Philosopher-in-Residence. Without support from the Cluster Dean in this manner, the Philosopher-in-Residence would have been an additional 40 hour lecture burden.

By way of making the proposed course more visible, the Philosopher-in-Residence guest lectured in various health professional courses concerning the "Rights of Patients" and "Paternalism." One presentation which received favorable approval from these students was, "Genetic Engineering." Politically, this released the regular class faculty from making a preparation in a field which was essentially alien, i.e., philosophical investigations of legal and medical problems which, though pertinent and necessary, were an extra preparatory burden for the regular instructor who is essentially trained as a technician.

A second benefit which arose from the Philosopher-in-Residence program was the increased student awareness of the possible availability of such a course, coupled with approximately 750 students being exposed in this manner to philosophical inquiry. The concept of the course proposal was favorable in the eyes of both the faculty and the student body in the Vocational curricula. This aided in projecting student interest in and student population for the proposed new course. Such evaluation was necessary to establish when the course proposal reached the Faculty Curriculum Committee.

A questionnaire was distributed to those students (Appendix E) who received the Philosopher-in-Residence presentation. Every student indicated a desire for the course to be included as an elective for their curriculum, and desired that the course should be open to all

students on campus, not limited to their specific vocational interests and needs. Tacit approval to propose the new course formally were received from the Discipline Dean, the Learning Cluster Dean and the faculty and student body of the Allied Health Curricula. Positive feedback was provided for the course possibility by the questionnaires submitted to the students. Approximately 40 hours of extra teaching responsibilities were involved in the Philosopher-in-Residence Program. Faculty and students outside the specific allied health fields were also given guest lectures in this program. General faculty support was thereby gained for the new course proposer qua Philosopher-in-Residence. This became important when the Medical Ethics course came before the FCC for approval.

Internal Governance Policies

The FCC consisted of: two members of each Learning Cluster (eight in all), from these a chairperson is selected; two administrators, one of whom was Dean of Learning Cluster I and the other, Assistant Vice President of Vocational Programs. These two administrators act as a liaison to the Vice President of Curriculum and Instruction who is the chairperson of the College Coordinating Council, an administrative body.

> To increase the levels of commitment and participation, the basic organizational structure of the college must encourage involvement and the expression of different educational needs and interests. Greater involvement is possible only if the organization is brought down to where the faculty and students are creating small units on campus. In taking such action, institutions move away from classical departmental centralized design toward a more humanistic student-centered, decentralized organizational mode (Anthony, p. 19).

The faculty members of the curriculum committee were chosen from the interdisciplinary clusters. This was done to insure an interdisciplinary makeup of the committee. However, Fall 1976 FCC had a member constituency of eight, four of those were science faculty. Given the nature of the division between applied and theoretical studies, when the new course in Medical Ethics was proposed to the curriculum committee, the Science faculty on that committee felt that the course should not be taught by a philosopher, since, "A philosopher might not have the necessary scientific grounding needed to teach such a course" (FCC interview, Sept. 23, 1976). This problem emerged from the method used to select the committee membership. There was no control providing for a balance of discipline representation on this committee. The curriculum committee had no policies or procedures which are clearly specified. (Appendix D)

> It is especially important in the cluster college organization to have its purposes and objectives clearly stated and understood. Otherwise, the boundaries of responsibility between the college and its subcolleges tend to become fuzzy and the self-interest of these groups develops more friction than reinforcement. A concern for the overall goals of the college must be the top priority, the goals of the subcolleges being secondary and at all times in consonance with the college's goals. If all in the organization know what is expected of them, the aims will be achieved much more easily (p. 19).

Review of the proposed new courses by the Curriculum Committee was subjective. The goals of the committee were not clearly defined even though a course proposal sheet was provided for the new course initiator. (Appendix E)

The procedure for articulation (transferability to four year institutions) was equally fuzzy. The course initiator must prove that at least three, four year public institutions offer a similar course and will articulate that course by giving transfer credit.

> Any Community Junior College which sends its students to a senior institution must provide for the transferability of its lower division courses. Courses which transfer most easily are those which parallel the course descriptions with senior institutions (Kelley & Wilbur, p. 93).

This standard applied to baccalaureate students, since most vocational programs are terminal.

The actual process of finding similar courses offered at senior institutions involved hours of work for the course initiator. The search for course catalogues from state institutions showed that they were unavailable on campus. The Curriculum Committee itself did not maintain such a file. As the criteria for the new course proposal were not written down, information concerning such criteria was received piecemeal. This led to formulation of a list of specific criteria for the Curriculum Committee by the Medical Ethics course initiator.

The articulation process was aided by the course initiator's membership in the Illinois Association of Philosophers and by contact with members of its "Task Force," one of whom is the member of the faculty of a Community College close to Oakton. This contract proved invaluable when processing the course proposal for external (State) acceptance.

Other problems cropped up with the problem of transferability. Articulation by an individual faculty member involved talking to

various articulation officers at four year institutions across the state and filing formal articulation request with each of them (see Appendix B). Since Oakton does not have an articulation officer of its own, a non-authorized member of the faculty had to make telephone calls to several colleges before finding out which schools would be willing to accept the course for transfer.

In the "New Course Creation Flow Chart" (Appendix A) the process of articulation is listed as following approval of the President's Cabinet. At the time the Medical Ethics course was proposed, the faculty carried the burden of this requirement as a result of tacit agreement by the policy of the Faculty Curriculum Committee.

> When a bureaucrat makes a mistake and continues to make a mistake, it usually becomes the new policy (Time Magazine, Nov. 29, 1976, p. 13).

In this case, the bureaucrat was the Curriculum Committee itself. Further complications of this mistake occur in the Oakton Policies and Procedures Manual in the description of the duties of the Vice President of Curriculum and Instruction who: "establishes and maintains procedures for additions and revisions in the curricula" (#8, Appendix F).

The Curriculum Committee is an arm of the faculty, but it operates in a "semi-administrative capacity by either approving or disapproving new courses or changes in course content" (Interview with Vice President of Curriculum and Instruction, Nov. 27, 1976). The faculty maintained several committees which distributed work and policies. The Major Faculty Committee is known as the Faculty Effectiveness Committee (FEC) which is the only committee elected by the

faculty at large. All other committee memberships are voted on in clusters.

> Under the FEC are specialized committees such as the Faculty Welfare Committee (FWC), the Instructional Effectiveness Committee (IEC), and the Faculty Committee on Curriculum (FCC) (Faculty Handbook, p. 21).

Although the FEC had explicit procedures stated in the handbook as to the makeup of that committee, and its policies were clearly stated, the FCC had no procedural information nor statement of purpose (Appendix H). There was, for instance, no mention of a chairperson for that committee, how she/he would be selected, what rules of order were to be followed, what criteria were followed for the approval or disapproval of a course, whether or not a quorum was needed to vote, etc. There was no policy for the new course initiator to be present when the committee met to vote on the Medical Ethics course. A period of two weeks passed before a request was made for that course initiator to be present at the following FCC meeting in order to explain the course proposal.

Part of the problem evolved because of the technical nature of course articulation with other schools. In order for a course to be approved for transferability it was necessary to submit a detailed course syllabus (Appendix G) which is relatively specialized and technical. This syllabus also contained a Topical Outline which could be understood by those permitting the course to be transferred into their departments. In other words, the syllabus was highly technical and loaded with philosophical jargon. Due to the interdisciplinary makeup of the FCC, such a syllabus was unintelligible. A request was sent

for the course initiator to attend the following FCC meeting (Appendix I). There were no policies set down for a second, more simplified, course description to be submitted to the FCC so that they could understand what was to be included in the course. When the course proposal came up for review by the FCC a second time, the course initiator had drawn up a more simplified description (Appendix J).

Upon approval of the proposed course by the FCC, the course then went for approval to the CCC. This council was administrative and consisted of the four Deans of the Interdisciplinary Learning Clusters, the Vice President for Curriculum and Instruction who acted as chairman for the committee, the Assistant Vice President for Vocational Curricula, Director of MONACEP, and Director of the Learning Resource Center. Ex-officio members of this committee included the President of the FEC, coordinator of the Board of Student Affairs (BSA) and chairperson of the Classified Staff Association. Also included in the committee were the Vice President of Student Affairs and the Vice President of Business and Finance (Oakton CC Policy & Procedures Manual 2432.1). There is no policy which states the chairperson of the Curriculum Committee is to be present when a new course is on the agenda for approval. When the Medical Ethics course was placed on the agenda, the chairperson of the FCC requested that the course proposer attend the meeting. The Vice President in charge of finance questioned the feasibility of the course since registration was declining in the baccalaureate programs, specifically the Liberal Arts subjects were falling off in registration. The Vice President of Curriculum and Instruction also showed concern about possible course proliferation

with no justification for student enrollment. To this the proposer responded with the questionnaire given to the Allied Health Students (Appendix F), proving up the prospective student population. The results of the questionnaire also satisfied this concern. The Vice President of Finance then asked if it were possible to offer such a course as medical ethics to the Allied Health students exclusively. Again, the questionnaire given the students showed disinterest in a course exclusively for Allied-Health people. Another point of information gained from contact with the Illinois Association of Philosophers was that it would cost the state approximately $38.00 per student if the course were a vocational course as opposed to $17.50 per student if it were offered as a baccalaureate course. The state would not approve the unnecessary expenditure, since the course had already been approved as a baccalaureate course in a neighboring college. Such information was useful in obtaining CCC approval for the course. There was no way that this information could be received except from the course initiator herself. The Chairperson of the FCC had no knowledge in the area of cost, or student population for the course.

After due consideration, the course was approved by the CCC in October. The Vice President in Charge of Curriculum and Instruction, sent the course proposal to the Illinois Board of Higher Education on October 6, 1976. This board oversees the Curricula, Courses, and expenditures of State funds for various Community and Junior Colleges throughout the State of Illinois. The Board either approves or disapproves the course. If approved, monies would be granted. The office of the Vice President of Curriculum and Instruction had not

received word concerning the disposition of the course one and one half months after the material was sent to the Illinois Board. There was also no procedural set up for informing either the FCC or the course initiator of this. If approval was denied by the State Board, reasons were stated. If the course was approved, the Vice President would include the course in the Oakton catalogue (Appendix A).

To summarize the process followed for approval of the Medical Ethics course:

1. Course proposal and research approved by Cluster Dean.
2. Course proposal and research approved by Discipline Dean.
3. Released time granted for pursuance of Philosopher-in-Residence.
4. Philosopher-in-Residence guest lectured in Allied Health courses to stimulate interest in proposed new course.
5. General Faculty approves the possibility of the proposed new course.
6. Information concerning articulation of new course was disseminated and received through the Illinois Association of Philosophers.
7. Articulation to four year institution was granted.
8. New course proposal tabled, then passed by FCC.
9. New course then passed by CCC.
10. New course proposal sent to the Illinois Board of Higher Education for approval.
11. New course approved by Illinois Board on October 12, 1976.

12. Information concerning new course and Illinois Board approval was not processed through regular administrative or faculty procedures.*

Hypotheses

Originally, the Medical Ethics course was to be offered to those students within the Allied Health Curricula. Questionnaires answered by those students showed lack of interest in such course exclusivity. The student population most concerned with these issues wished to be in classes with non-vocational students. The Philosophy of the College specifically indicated a desire for interdisiplinary activity. The students have seemed to understand and wish to implement this interdisciplinary attitude in their class room studies. The State would have also had to double its funding to the school if the course was exclusive. On the other hand, the assumption that the faculty and administration agrees with the philosophy of the college in practice was erroneous. After establishing the possible student population of the course, the process of faculty approval through guest lectures was employed and successful. Though the FCC is theoretically cross-disciplinary, the actual makeup of the committee consisted of four scientists, two communications teachers, one librarian and a psychologist. The scientists resented the proposed course as being too-technical for

*For purposes of expedience, the course proposer made a personal call to the State Board on November 20, 1976. She was informed that the course had been approved over a month before the call was made, October 12.

philosophers to deal with. It was explained to them, that in discussing abortion, one would present the questions of "why or why not?" rather than presenting "how to". A majority vote was received at that meeting (September 28) to have the course given at the 200 level, with prerequisites either a Science course or a previous Philosophy course. This would eliminate all of the Allied-Health student population and most students in Vocational curricula. It was in conflict with the nature, philosophy and previous approvals which substantiated the course. It would also diffuse the already shrinking baccalaureate student population over what would then be a proliferation of course offerings. Also the State Board had approved this course at the 100 level for another, neighboring college. The course was not articulated with senior institutions as a sophomore level course. If this change was permitted, the course would have to be rearticulated and would, no doubt, be refused by the State Board. The criterion of the committee was overlooked by the pull of discipline loyalty. No protest of the advanced status of the course was lodged at the Curriculum Committee since the course required approval from the FCC before it would be sent to the administrative committee for approval. The course initiator considered such a protest to be impolitic at that time.

> Informal decisions will be made by a small group of well-informed people or decisions will be made politically, not so much on the basis of information but on the basis of slogans and pressure groups (Burroni, p. 6).

In the first week of October, 1976, a meeting of the CCC was held at which the course initiator was present. Questions concerning

the advisability of the new course being offered at an advanced level were brought up. It was pointed out that the State Board had already approved such a course at a neighboring community college at the 100 level. The CCC voted to drop the requirements for an advanced course and placed the Medical Ethics back on a 100 level offering. Without robbing the power of either committee, the task was acomplished by course initator being present at the approval sessions, and with information and preparation available to those who would approve or disapprove the course.

The course was processed through the Vice President of Curriculum and Instruction's office and sent to the Illinois State Board for approval. Approval was received from that agency on October 12, 1976. To date, no word of this approval has reached the office of the Vice President of Curriculum and Instruction, the FCC, or the course proposer. Until this process is completed, the course cannot be included in the catalogue of course offerings at Oakton Community College.

RESULTS

The major problem for the present work was to establish some clear-cut guidelines which would be workable for the FCC itself. To that end, the new course initator conducted personal interviews with college personnel, faculty, administrators, and the President of the College. Once discipline approval was received, the new course proposal met with several difficulties primarily based upon unclear policies and procedures on the part of faculty members. Administrative cooperation was optimum.

An analysis of the actual procedures followed by numerous governing bodies within the college showed that in the case of the FCC:

1. Although course approval procedure is spelled out at the state level, the internal governance of the faculty had no written policy for approval or disapproval of a given course.

2. Written procedure which is to be followed in the faculty handbook and in the Oakton Community College Manual of Policies and Procedures conflict. That is, the Curriculum Committee requires new course articulation before the course is approved by that committee. The flow chart for new course approval shows that articulation for new courses is to be done by the Vice President of curriculum and instruction after the President of the College approves the course, which is after the CCC approves it.

3. No specific procedure is given to the chairman of the FCC on matters as divergent as a quorum vote and/or criteria for approval or disapproval for a course.

4. Cluster selection of Curriculum Committee Membership is in conflict with interdisciplinary philosophy and makeup of the committee.

5. The role of the Vice President of Curriculum and Instruction concerning new course proposals, and the procedures outlined in the Oakton Community College Manual of Policies and procedures was unclear in regard to the role of the Curriculum Committee.

An assumption made throughout the process used in obtaining new course proposal was that it was the responsibility of the Curriculum Committee and the new course proposer to provide that committee with proof of the transferability of the course. The procedures manual indicates that that responsibility belonged to the Vice President. This assumption was called to the attention of the members of the FCC and was noted that none had read the flow chart (Appendix A). Nor had any of the committee members realized the explicit policy and procedures were not available. Once again, "When a bureaucrat makes a mistake and continues to make it, it usually becomes the new policy." (Time Magazine Nov. 29, 1976, p. 13). Through the investigations for this practicum, a restatement of goals and procedures were recommended.

Another assumption made was that course articulation with four year schools would be handled by the articulation officer of that school. After letters of articulation were sent to various schools, one school returned the request to the course initiator denying

articulation. A neighboring community college received articulation for the same course from the same school. Through contact with the Illinois Association of Philosopher's Task Force, it was discovered that articulation did not proceed through the articulation officer, but rather through the department chairman of philosophy of that school. At a task force meeting in November 1976, the course initiator recommended that the problem of course articulation be addressed during the spring meeting of the Illinois Association. This item was placed on the agenda. Information concerning articulation of philosophy courses will reach some 100 philosophers in the State of Illinois as a result of this communication breakdown concerning articulation for the new course proposal at Oakton.

All persons involved in the process of new course approval hypothesized that the procedure actually followed was correct. Assumptions made during the process of the new course approval included:

1. Actual procedure followed was in keeping with general policies and procedures.
2. Articulation was the responsibility of the course initiator.
3. Articulation officers of four year schools make judgements concerning course transferability.
4. Appropriateness of new courses was assumed by course initiator to be sufficient cause for course inclusion.
5. Statement of Illinois Association of Philosophers was sufficient substantiation for course inclusion and approval by State Board (See Appendix K).

6. Course approval for neighboring community college was sufficient justification for course inclusion at Oakton Community College.
7. The interdisciplinary philosophy of Oakton Community College was adhered to by faculty in general.
8. The interdisciplinary philosophy of Oakton Community College was adhered to in the makeup of Full-Time Faculty governance committees.
9. Committees members understood their function as members of their respective committees.

The major limitation which evolved from this study was the difficulty of approaching administrative concerns involved with faculty committees. The Vice President of Curriculum and Instruction, although properly also the Articulation Officer of the school insisted that one of the campus counselors was, in fact, the articulation officer. Upon interviewing that faculty member, it was found that she articulated courses with other schools on an individual student-based need. Her role was not defined as a college-wide function.

The President of the College, when questioned concerning the method of selection of faculty committee membership, felt that any specific procedures set down and adopted by the faculty at large would inhibit their freedom since they would then be bound by rules and regulations. He also felt it inappropriate for administration to comment on faculty policies.

Neither the chairperson of the Curriculum Committee nor its members had reviewed manuals concerning the function or procedures of that committee. No member of the committee was aware of the inconsistencies between the Policies and Procedures manual of Oakton and the Faculty Handbook's statements concerning the function and procedures of that committee.

The new course initiator, although totally responsible for (1) course workup including syllabus, (2) knowledge of course content, (3) description of course's academic worthiness through syllabus and topical outline, (4) articulation with 4 year schools, (5) approval from other discipline members, (6) satisfaction of student population, (7) approval from both cluster and discipline dean, (8) familiarity with state procedure for course approval, (9) support from Illinois Association of Philosophers, and (10) personal conviction of appropriateness of course, was not received as competent by a majority of the Faculty Curriculum Committee for evaluation of the level of the course offering, or (11) capable of instructing the course.

The FCC had diverse opinions concerning the function of the Committee itself. During the interview process, the course initiator discovered that some of the members of the committee viewed the committee as a "rubber stamp" body, while others viewed it as a forum for substantiation for worthiness of curriculum inclusion (Interviews, Nov. 22, 23, 1976 with FCC members).

The interview with the Vice President of Curriculum and Instruction indicated that he wished to assign more general duties to the FCC than they had previously undertaken. These duties would not only include

articulation with four year colleges, but review of the Oakton catalogue for proliferation of courses and critical scrutiny of all courses already offered at the school. Another duty which he wished to include in this committee's function was critical analysis of larger groups of curricula offered such as "Green Turnip" which are interdisciplinary course offerings generated out of a particular cluster involving tandem (two courses offered by two teachers to one body of students) and triads (three courses offered by three teachers to the same group of students) and SSDS (Semester for Self Directed Study) a group of course offerings which are given to a selected number of students by a group of instructors for an entire semester. When the Curriculum Committee was informed of these new responsibilities, during a meeting on December 7, 1976, some stated that such analysis probably belonged in the administrative branch of the college.

The two deans interviewed indicated a lack of responsibility was shown on the part of the Curriculum Committee for not being aware of their particular functions through familiarity with Policies and Procedures. The desire for effective decision making on the part of the faculty had placed them in an inappropriate role. To the faculty, this committee became quasi-administrative; to the administration, the committee had become quasi-faculty.

DISCUSSIONS, IMPLICATIONS, RECOMMENDATIONS

When all interviews were completed several distinct problems emerged as genuine concerns. The study indicated that several assumptions were in need of clarification. These assumptions are listed in a previous part of this work. The analysis of each follows:

1. The Manuals of Policies and Procedures of both faculty and administration were in conflict. The Oakton Manual states that articulation occurs after approval of a new course by the Cabinet of the President of the College. The Faculty Handbook states that a new course should prove transferability at the Curriculum Committee level. A meeting was held to clarify this issue after the specific Medical Ethics course discussed was approved by the Illinois State Board.

2. Articulation was the responsibility of the new course initiator, according to the unwritten procedures of the Curriculum Committee. No catalogues of four year institutions were available to conduct this articulation. One set of catalogues were kept by the student affairs office, but they had systematically disappeared. Review of catalogues for possible course articulation was virtually impossible without these materials. Recommendations were made to see that either the office of the Vice President of Curriculum and Instruction, or the Chairperson of the Curriculum Committee have a current copy available for its own use.

3. Articulation officers of four year schools are not necessarily apprised of course transferability when a new course is accepted by a

department chairman. One college articulation officer refused articulation of the Medical Ethics course, while later contact with the chairman of the philosophy department of that school indicated that the course, indeed, was acceptable. A letter was received to that effect. Such letters substantiated course transferability to the Curriculum Committee. A statement concerning proof of course transferability did not necessarily have to come from the Articulation Officer of that school. The Curriculum Committee was so informed.

4. Course inclusion and approval by the Curriculum Committee does not necessarily rest on the conviction of the Course initiator of its appropriateness. Since the function of the committee was not clearly defined, the substantiation for such inclusion had to be proved up. The difficulty of this process is that explicit criteria for approval was not set down in the policy of the committee. A recommendation for inclusion of criteria for course approval was made. Such criteria would avoid interdisciplinary rivalries which still existed at Oakton and prohibited efficient course evaluation by its members.

5. The Illinois Association of Philosophers is made up of approximately 100 part-time and full-time faculty from Community and Junior Colleges, four year colleges, and universities throughout the State of Illinois. The Association formed because of the need to combine the efforts of Philosophy faculty to maintain balance between 2 and 4 year schools. The group agreed to allow 8 specific courses to be taught by 2 year schools and such courses would automatically be approved by the 2 year institutions. This list of courses was approved by the Officer of the State Board of Instruction. The members of the administration

and faculty did not agree concerning the binding nature of the document, and the time-consuming articulation process was still required. The document carried no weight with either the Curriculum Committee or the administration, even though the State Board had given blanket approval to all of the courses listed. Recommendations were made to clarify the position of the document (Appendix L).

6. A neighboring community college had received approval for a Medical Ethics course offering. Recommendations for adjusting criteria for approval of a new course on the basis of its approval and inclusion in the curriculum of a neighboring Community College were rejected on the basis of "erratic approvals from the state board." Recommendations to #5 above, if they had been followed through would have solved problem #6.

7. The interdisciplinary philosophy at Oakton is practiced in theory, but science, vo-tech and liberal arts faculty are committed to status attitudes described in the beginning of this paper. As an instructor of logic, the course initiator realized that "disagreements in belief" (disagreements involving facts, data, etc.) can be resolved by reason but "disagreements in attitude" (Copi, pp. 62-6) cannot. (These types of disagreements involve personal attitudes concerning the basic truths of the universe.) It is judicious to avoid these conflicts since a rational approach to them bears no fruit.

8. Although the new course proposal would bridge the gap apparent in all literature and activity concerning the division between applied and theoretical fields, and would be truly interdisciplinary in content

and nature. Discipline rivalries were pronounced in faculty discussions concerning the Medical Ethics course.

8. The actual discipline makeup of the Curriculum was 50% science faculty. Recommendations were made to rectify this imbalance by the voting process. That is, when members were elected to serve on this committee in Interdisciplinary Learning Clusters, no more than two from the same discipline from the Learning Cluster would be elected. This involved a change in the Constitution of the FEC. The recommendation has been taken under advisement.

9. A recommendation concerning an explicit statement of function, goals and criteria for evaluating courses has been sent to the FCC. This recommendation includes changes in both policy and procedure. The text of this follows:

A. A list of criteria for course approval shall be drawn up by the FCC. This list would provide guidelines for the FCC and the new course initiator to follow. The criteria could include:

a. appropriateness of course
b. transferability with 4 year schools
c. proposed student enrollment
d. discipline faculty approval
e. budget impact, if any (to be worked out with appropriate dean).

B. It will be the responsibility of the Office of Curriculum and Instruction to order and keep current, catalogues from all public 4 year institutions. Such catalogues will be available to the FCC and/or new course initiators for the purpose of compiling necessary information concerning transferability.

C. It will be the responsibility of the FCC to compile new course proposal packets. These packets will include:

a. a check list of all steps needed to be followed before new course submission to FCC.
b. proposed course description form.
c. copies of course descriptions previously approved.
d. form letters for articulation with four year schools.
e. since the course description needed for articulation and state approval will be discipline oriented, a second, more simplified course description shall be required. This second description will be appropriate for catalogue inclusion.
f. a statement of FCC course approval criteria.

D. The Vice President of Curriculum and Instruction will inform the FCC of date course proposal was sent to the Illinois Board.

E. The Vice President of Curriculum and Instruction will inform the FCC and new course initiator of new course approval or disapproval from the Illinois Board.

SINCE THE CURRICULUM COMMITTEE IS THE ONLY FACULTY COMMITTEE WHICH WORKS IN A SEMI-ADMINISTRATIVE CAPACITY, the Curriculum Committee shall develop a statement concerning its mission and function. Dialogue between the administration and the FCC should be open. If the mission and function of the committee is unclear, the dialogue will be unclear.

F. The Curriculum Committee shall develop rules for its own operation. (For example, is the primary function of the committee to judge new course proposals, analyze curricula, work on the college catalogue, compile course syllabi, monitor course population, etc.?)

G. The Curriculum Committee will request a target date for catalogue inclusion of new courses. This would relieve the pressure from both committee and faculty working with last minute information.

Recommendations for Changes in Procedure: FCC

The procedure used to submit a new course proposal is in need of revision. In order to make that process more efficient, the following list of recommendations is made.

A. Catalogues of all state colleges and universities be ordered, kept current, and in the possession of the curriculum committee chairperson or placed in a central location (not available to students). Such catalogues are not available at the present time.

B. Persons planning a new course proposal (not only faculty) will receive a complete packet of materials needed to facilitate approval. The packet will include a step-by-step syllabus to be followed before course proposal is submitted to the FCC. The packet will include:

a. List of articulation officers at 4 year institutions.
b. Requirements for State Board articulation, including forms.
c. A copy of previously approved course description in order to facilitate proper content and style.
d. A copy of a simplified course description to be used for presentation to the FCC and CCC. This second description is needed because of the interdisciplinary makeup of the committees.
e. Instructions requiring signatures of other faculty within the new course discipline. This is done in order to signify discipline approval.
f. Forms to conduct transferability.

g. Information concerning location of catalogue materials.
h. Current year's deadline date for catalogue inclusion.

C. Once the necessary forms are completed, every new course initiator will be required to appear before the FCC when his/her course is being discussed for approval.

D. The new course initiator must present evidence concerning the desirability of the new course. Such evidence may be discipline support, student petition, community need, etc.

E. The chairperson of the FCC and the course initiator shall attend the CCC meeting when the new course is being discussed for approval.

F. Out of courtesy, each new course initiator and the chairperson of the FCC shall be informed of the date the course was sent to the Illinois State Board for Approval. (This inclusion is appropriate under the Oakton Community College Manual of Procedures and Policies 2121 (b) #8).

G. Out of courtesy to the work of the committee, the Office of the Vice President of Curriculum and Instruction will inform both the curriculum committee and the course initiator of the date the course was approved or disapproved by the Illinois State Board.

H. If a period of one (1) month elapses without information from the State Board, it will be appropriate for either the chairman of the FCC or the office of the Vice President of Curriculum and Instruction to telephone the office of the Illinois Board

in Springfield to establish the status of the new course proposal. This will aid in the new course preparation time.

I. In order to insure the interdisciplinary makeup of the committee, not more than two persons of the same discipline shall serve on the same committee at the same time, and not more than one person of the same discipline shall be elected from the same cluster.

It must be noted, that despite the existent difficulties in defining the policies and procedures of the Curriculum Committee, free access to the faculty committees and to the Administration, in the nature of interviews with Vice-Presidents, Deans, and the President was available. This easy accessibility is based on the nature of the cluster system itself.

> An organization scheme thus defined demands a unique kind of governmental system, one which will maximize cross-level or vertical communication while allowing the necessary peer or horizontal channels to formally exist--in other words, a system that not only represents the input of all segments of the institution but inherently requires such participation (Dolan. Mittler, p. 26).

At no time were investigations or interview hampered or restricted. The recommendations made to the Curriculum Committee were appreciated by both administration and the FCC and its chairperson. Such accessibility is part of the overall benefit derived from the system of interdisciplinary learning clusters and an overall evaluation of effectiveness of the cluster system is a positive one.

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APPENDIX A

FLOW CHART

HOW A NEW COURSE IS CREATED

1. Proposal

   To: Cluster Dean
   Vice President for Curriculum and Instruction
   CCC
   Faculty Curriculum Committee

   By: Anyone

2. To Faculty Curriculum Committee

   Factors: Need
   Curriculum it supplements
   Cost
   Space
   Transfer (if relevant)

   If disapproved--back to originator
   If approved

3. College Coordinating Council

   If disapproved--give reasons to Faculty Committee
   If approved

4. President's Cabinet

   President decides
   If approved

5. a. If transfer course, letters sent to four-year schools for ruling on transfer (typically UI, Northern, Northeastern)

   b. If career, Curricular Advisory Committee consulted (this may be done anywhere after Step No. 1)

6. Approval form (#15) sent to ICCB staff

   If disapproved, no state money
   If approved

7. Course scheduled in appropriate semester; students enrolled

8. Evaluate

APPENDIX B

COPY OF FORM TO BE SENT TO SENIOR INSTITUTIONS

FOR COURSE TRANSFERABILITY

ARTICULATION REQUEST FORM

_____ between _____

_____ and _____

To: _____ Date _____

_____

_____

_____

This is a request for evidence of articulation of a course being considered by the curriculum committee of this college. Attached you will find a catalog course description and a course outline. I would appreciate your evaluation of this course in light of the offerings at your institution.

Course Prefix	Course Number	Course Title	Dept.	Hours Credit (Qtr. or Sem)	In What Major(s)
_____	_____	_____	____	_____	(1) ____
					(2) ____
					(3) ____

1. Do you consider this course transferable to your institution? Yes ____ No ____

   a. If yes, into what area of General Education? _____

   b. If yes, in lieu of which course at your institution? _____

2. Do you consider this course transferable in the above listed majors?

			Department
(1) Yes ____	(1) No ____	(1) ____	
(2) Yes ____	(2) No ____	(2) ____	
(3) Yes ____	(3) No ____	(3) ____	

3. Do you consider this course transferable as a University-wide elective to be used to fulfill the hour requirement for graduation? Yes ___ No ___

4. Do you consider this course lower division? Yes____ No ____

5. Other comments:

_____
Signature

Return to: _____ _____
Title

_____ _____
Date

_____ _____
Institution

APPENDIX C

QUESTIONNAIRE--PERSONAL INTERVIEW

The following is a list of questions put to:

(a) Faculty
(b) Administrators
(c) Members of the curriculum committee
(d) Faculty who have submitted new course proposals
(e) Faculty from other institutions
(f) Members of the Illinois Association of Philosophers

of necessity, the questions are open-ended and some will not apply to those being interviewed.

1. What is the function of the Curriculum Committee?

2. What are the duties of the members of the Curriculum Committee?

3. What are your duties as a member/chairman of the Curriculum Committee?

4. What criteria do you use to approve/disapprove a new course proposal?

5. What recommendations do you have to improve the procedures of the curriculum committee?

6. What is the policy of Oakton Community College concerning new course proposals?

7. What procedures do you use to propose a new course?

8. What procedure is used to follow up a course that has been approved by the Curriculum Committee?

9. What is the function of the Vice President in Charge of Curriculum and Instruction?

10. How do you view the recommendations of the Curriculum Committee?

11. Who is responsible for the articulation of a new course with four year institutions?

12. What is the policy of Oakton Community College regarding new course proposals?

ADMINISTRATION

College Coordinating Council

To assist the Vice Presidents in administering the College's programs of instruction, including Student Development, the President has designated a body known as the College Coordinating Council. For coordination among the several Learning Clusters (see Policy 2210--Deans of Learning Clusters), as well as for communication and implementation of policy in cooperation with the rest of the College, the CCC brings together the three Vice Presidents, the Assistant Vice President, and the four Deans' of Learning Clusters. The Council stands directly in the middle of Oakton's structure, as illustrated in the block design below:

Voters of District 535

Board of Trustees

President

Dir. of Development — Assistant

Vice President for Curriculum & Instruction — Vice President for Student Development — Vice President for Business and Finance

Ass't Vice Pres. for Vocational Curricula

Director of Learning Resources — Director MONACEP

College Coodinating Council

Dean Learning Cluster 1 — Dean, Learning Cluster II — Dean, Learning Cluster III — Dean, Learning Cluster IV

APPENDIX D
College Coordinating Council Diagram

APPENDIX E

MEDICAL ETHICS QUESTIONNAIRE

1. Did you find the presentation interesting?

2. Do you feel the subject matter is pertinent to your professional growth and understanding?

3. Was the subject matter pertinent to your course of study?

4. Would you take an entire course devoted to Medical Ethics?

5. If such a course were offered would you like it limited to allied health students?

6. Would you like technical personnel to teach the course?

7. Would you like Humanities personnel to teach the course?

8. Would you like a combination of technical and humanities personnel to teach the course?

9. Would you like to see such a course as a requirement for all allied health students?

10. Do you have any recommendations for such a course?

APPENDIX F

DUTIES OF VICE PRESIDENT OF CURRICULUM & INSTRUCTION

The Vice President for Curriculum and Instruction has the following specific duties:

1. Works directly with the President as a member of the President's Cabinet in the administration of the College, including long- and short-range planning.

2. Serves as Chairperson of the College Coordinating Council (see Policies 2432 and 2432.1) which recommends educational procedures to the President within policies established by the Board of Trustees.

3. Cooperates with the Vice President for Student Development in the development (for recommendation to the President, who makes recommendations to the Board) of academic policies and procedures which have a direct effect on students and in the development of a program of development studies.

4. Cooperates with the Vice President for Business and Finance in developing the instructional budget so that necessary resources such as personnel, facilities, capital, equipment, and supplies may be provided.

5. With the Vice President for Student Development supervises and evaluates the Deans of Learning Clusters.

6. Supervises and evaluates the Director of Learning Resources, Assistant Vice President for Vocational Curricula, Assistant to the Vice President for Curriculum & Instruction, and the Director of Instructional Research and Evaluation.

7. Represents the President and the College in meetings and communications with outside individuals and groups such as:

   a. Advisory Committees
   b. State and National Associations
   c. Community Representatives
   d. Other Educational Institutions
   e. Professional Societies

8. Establishes and maintains procedures for additions and revisions of the curricula.

9. Develops and supervises systems for the evaluation of faculty, as well as evaluation of curricula and instruction.

APPENDIX F (continued)

10. Makes recommendations to the President concerning faculty promotions, rank and salary.

11. Assigns responsibilities for development of the class schedule and the assignment of individual instructors for each semester.

12. Serves as editor of the College Catalog and the Faculty Handbook.

13. Coordinates and supervises the preparation of all brochures and other publications related to the instructional program.

14. Plans and conducts in-service training programs and faculty orientation programs for professional development of the staff.

APPENDIX G

Oakton Community College
MEDICAL ETHICS - SYLLABUS

PHL	180	Medical Ethics	(3-0)	3
COURSE PREFIX	COURSE NUMBER	COURSE TITLE	(LEC-LAB)	SEMESTER HOURS

COURSE DESCRIPTION: Designed to consider ethical issues and decision making in health allied professions and alternatives to western ethical systems. Topics to be covered are: Genetic Engineering and Testing, Abortion, Health Care Delivery, Euthanasia, Death and Dying, Personal Rights.

COURSE OBJECTIVES: Designed to familiarize the students with the history and development of science and medicine and to develop critical thinking about the issues stated above. The course will also focus on traditional ethical theories with regard to these problems.

OUTLINE OF TOPICS TO BE COVERED:

A. INTRODUCTION
   1. Student should be able to identify the goal of medicine, its historical, sociological, cultural and scientific context.
   2. Student should be able to recognize and distinguish between the methods and spheres of influence between medicine, religion, philosophical ethics, social ethics, jurisprudence and the physical sciences.
   3. Student should be able to recognize the basic hypotheses regarded as axiomatic by science and to provide alternative (non-western) hypotheses.

B. CLASSICAL ETHICAL APPROACHES
   1. The student should recognize and develop his own ethical criteria for holding specific views.
   2. The student should review and defend each personal views on the basis of studying (a) Utilitarianism (b) Deontologism (c) Pragmatism (d) Existentialism.
   3. The student should be able to recognize and develop criticisms to the above and should be aware of alternative (non-western) solutions to topical problems.

C. SOCIETY AND MEDICAL SCIENCE
   1. The student should be able to describe the health-care delivery structure existing in the governmental agencies through welfare, education, and should understand the nature of paternalism. He should also understand the stated goals of these agencies and be able to evaluate their successes and/or failures according to those goals.

Appendix G (continued)

2. The student should be able to recognize cooperative and competitive modes of moral standards on such characteristic problems involved in (a) medicine and the law (compulsory genetic testing, malpractice, legal death, experimentation of human subjects, etc.) (b) medicine and the social system (informed consent, rights of minors, welfare, education, counselling); (c) medicine and the political system (lobbying, private vs. public interests).
3. The student should be able to understand and relate alternative viewpoints regarding current ethical problems and resolution of such problems regarding: Active and Passive Euthanasia; abortion; personhood and rights; human experimentation; governmental responsibilities involved in distribution of food and medicine to other nations and paternalism. The student should also be able to give rational support for conclusions arrived at concerning these issues.

I. Introduction - History and development of medicine and science
   A. Historical background and development
   B. Definition of Medicine, Health and Illness (Cultural or Biological?)
   C. Western and Non-Western approaches to health, illness and cure
      1. social recognition of medical personnel
      2. medicine and science
      3. medicine and myth
   D. The function and growth of the medical arts and the position of the medical practitioner

II. Ethics and Science
   A. Is Science objective?
   B. Relation of Science to cultural, legal, theological and metaphysical constructs.
   C. What is Ethics?
   D. Relation between science and ethics.

III. Ethical Theories
   A. Utilitarianism
      1. Egocentrism
      2. Aristocentrism
   B. Natural Law and Religious Ethics
   C. Deontology
      1. Individual Moral Obligations
      2. Societal Obligations

IV. Specific Ethical Problems in our Society
   A. Health care delivery
      1. Social agencies
      2. Public agencies
      3. Codes of Ethics for Specific Health Care Delivery Groups

Appendix G (continued)

B. Public Problems in Ethics
   1. Definition of Death
   2. Organ Transplantation
   3. Abortion
   4. Genetic Research, Engineering and counselling
   5. Abortion
   6. Euthanasia (active and passive)
   7. Feeding the poor
   8. Welfare
   9. Population and Behavior
   10. Psychosurgery

C. Private problems in Ethics
   1. The patient as person
   2. The minor as person
   3. Rights to one's own body (suicide, euthanasia, abortion, consent)
   4. The medical practitioner as person
   5. Confidentiality

D. Society and Ethics
   1. The health practitioner and the organization (government, hospital, AMA)
   2. Experimentation of Human subjects (prisons, double-blind experimentation)
   3. The legal structure
   4. Education (patient and health practitioner)
   5. Economic responsibility for medical and educational costs
   6. Possibility of deferrment of economic stress through enforced genetic control (Buck vs. Bell)

E. Death and Dying
   1. Killing
   2. Letting die
   3. Definition of Life
   4. Definition of Death
   5. Legal complications
   6. The dying as teachers

APPENDIX H

RESPONSIBILITIES OF FACULTY CURRICULUM COMMITTEE

2. Faculty Curriculum Committee (FCC)

   a. Investigate and facilitate proposals for new courses or course changes.

   b. Investigate and facilitate proposals for revision or enlargement of curricular offerings.

   c. Investigate and facilitate proposals for courses from other colleges and universities to be offered on the Oakton campus as extension courses.

   d. Assist MONACEP with non-credit courses to be offered on the Oakton campus.

APPENDIX I

MEMO

Date: Sept. 23, 1976

From: FCC

Copies to: T. Conway
J. Ibbotson
L. Jacobs
P. Woloshin

Subject: Course Proposals and Revisions

The following proposals for new courses or revisions were not approved by the FCC in its Monday, Sept. 20, meeting. In each case, the Committee had questions which it would like to ask of the courses' proponents. The Committee will meet again on Tuesday, Sept. 28, 1976. at 12:30 in Room 235, for the purpose of dealing with these items and would greatly appreciate your appearing to provide the information needed.

History of the Non-Western World to 1815 (Conway)

History of the Non-Western World since 1815 (Conway)

Conditioning and Figure Control II (Women) (Ibbotson)

Medical Ethics (Woloshin)

Revision of Architecture curriculum (Jacobs)--only to be considered after approval of Architecture Advisary Committee

If you cannot be present, please call Barbara Keeley, ext. 285, and we will attempt to set a time which would be convenient for all of us.

APPENDIX J

REVISED COURSE PROPOSAL

Medical Ethics - PHL 100

Medical ethics is a course designed to investigate moral problems in medicine and health care delivery from a philosophical point of view. It is designed also to be of value to both health care professions and humanities students. Issues concerning abortion, euthanasia. genetic counseling and engineering, food distribution, experimentation on human subjects and rights of persons will be discussed.

I have been in touch with Dr. Pageler from Harper Community College whose correspondence with Mr. Darnes indicates that this course has been approved as one of the 9 courses approved by the Illinois Association of Philosophers and the ICCB to be offered at the 2 year college level.

The catalogues from Western and Northern were unavailable although both school's articulation officer assured me of no problem of articulation with their courses entitled "Social Ethics".

APPENDIX K

ILLINOIS TASK FORCE APPROVAL FROM ILLINOIS COMMUNITY COLLEGE BOARD

To: Deans of Instruction Date: April 2, 1975

From: G. Robert Darnes

Subject: Articulation of Courses in Philosophy

As you probably know, there has been a Task Force in Philosophy working and trying to identify philosophy courses appropriate to the first two years of a baccalaureate degree, as well as articulation of such courses to senior institutions. In addition, the Illinois Philosophy Association has had a committee working on this same topic.

I have attended several of the meetings and there has been another meeting of both the Task Force and the Articulation Committee of the Illinois Philosophy Association, and they have arrived at several conclusions. Therefore, this memorandum will state to you that it is appropriate for the community college to offer eight courses in philosophy as indicated below:

1. An introductory philosophy course which would survey representative philosophical methods, figures, problems and the like. Such a course might have such appropriate titles as Introduction to Philosophy, Basic Problems in Philosophy, Types of Philosophy, or Elementary Topics in Philosophy.
2. An introductory or elementary logic course with such appropriate titles as Logic, Elementary Logic, Introduction to Logic, Critical Thinking, Introduction to Logical Reasoning, etc.
3. An introductory or elementary ethics course which would cover important ethical philosophers, classical normative ethical systems, or selected ethical problems which raise significant normative or meta-ethical problems and principles. Such a course might be appropriately titled Ethics, Elementary Ethics, Introduction to Moral Reasoning, and the like.
4. An introduction to the major world religions, which would survey such major world religions as Confucianism, Hinduism, Buddhism, Judaism, Islam, and the like, with or without a substantial consideration of Christianity. Such a course might be appropriately titled World Religions, Philosophies and Religions of the Orient, Introduction to Comparative Religions, Non-Western Religions, etc.
5. An introductory or elementary course in the philosophy of religion covering major figures and problems in western philosophy

Appendix K (continued)

of religion, such as the arguments for God's existence, religious mysticism, the problem of evil, miracles, religious language, faith and reason, and the like. Such a course might be appropriately titled Philosophy of Religion, Elementary Philosophy of Religion, etc.

6. An introductory course in inductive reasoning and/or an introduction to the philosophy of science. Such a course might be appropriately entitled Introduction to the Philosophy of Science, Philosophy of Science, Philosophy and the Sciences, Inductive Reasoning, etc.
7. An introductory course in aesthetics, the philosophy of the arts, or the philosophical implications of the fine arts. Such a course might have such appropriate titles as Introduction to Aesthetics, Elementary Philosophy of Art, Philosophy and the Arts, etc.
8. An introductory or elementary course in social and/or political philosophy which might have such appropriate titles as Social Philosophy, Political Philosophy, Introduction to Social and Political Philosophy, etc.

The group is also very concerned that no student would take all eight courses in the community college. Any student majority in philosophy would be expected to do a substantial amount of work in senior institutions, and the committee was in general agreement on the following two points:

1. Philosophy departments in senior institutions ordinarily except their majors to complete a substantial amount of work in their major field at the upper-division level, and thus community college graduates intending to major in philosophy at a senior institution should plan to take a substantial amount of coursework in their major at the institution where they expect to earn their degree.
2. To say that the above courses are appropriate to a community college philosophy curriculum is not to say that all community colleges should introduce all these courses irrespective of faculty interest and competence, student needs and interests, or institutional goals and directions.

I trust that you will refer this information to your counsellors and, should your college wish to offer any of the above courses that it does not now offer, no articulation exhibit will be necessary.

All state agencies and all institutions are certainly indebted to the Illinois Philosophy Association and to the Illinois Task Force for Curriculum Articulation in Philosophy for the outstanding work that has been accomplished in the last eight months in bringing these curriculum discussions to a conclusion.

GRD:ag
cc: Chancellors & Presidents
ICCB and Staff
Senior College-Community College Coordinators

APPENDIX L

Recommendations for changes in the Policies of the Faculty Curriculum Committee

The Oakton Community College Faculty Handbook 1976-77 states that the FCC (a) investigates and facilitates proposals for new courses or course proposals (b) Investigates and facilitates proposals for revision or enlargement of curricular offerings (c) Investigates and facilitates proposals for courses from other colleges and universities to be offered on the Oakton campus as extension courses (d) Assists MONACEP with non-credit courses to be offered on the Oakton campus.

The Oakton Policies and Procedures Manual (6141.1 (a) 2/10/76) states the FCC considers the factors of: (a) need (b) curriculum the new course supplements (c) cost (d) space (e) transfer (if relevant). The flow chart for new course creation on that page indicates that, "Letters sent to 4 year institutions" are to be sent after step #5 which is "Approval of the President's Cabinet."

The Oakton Policies and Procedures Manual (2121 (b) 11/20/73 states that the Vice President in charge of Curriculum and Instruction, "Establishes and maintains procedures for additions and revisions of the curricula."

These three policy statements indicate that there is a great deal of overlap in responsibility for new course proposals and that the guide lines for procedures are, at best, not clearly set.

The following recommendations for changes in procedure and policy for the FCC are based on the assumption that the requirement of providing articulation proof for a new course proposal are the responsibility of the new course proposer. It also assumes that the Curriculum Committee is responsible for seeing that such articulation requirements are met. Such an assumption may be erroneous when the above citations are carefully examined.

As a member of the FCC please look over the following recommendations for changes in procedure and policy. Feedback would be most appreciated.

Phyllis Woloshin

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LOS ANGELES

MAY 12 1978

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